

# Reception - Term 1

Title No. lessons	Musical learning	Musical material
<i>I've got a grumpy face</i> - 3 lessons	<p><b>Focus:</b> Timbre, beat, pitch contour.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Make up new words and actions about different emotions and feelings.</li> <li>• Explore making sound with voices and percussion instruments to create different feelings and moods.</li> <li>• Sing with a sense of pitch, following the shape of the melody with voices.</li> <li>• Mark the beat of the song with actions.</li> </ul>	<p><b>Song Bank:</b> <i>I've got a grumpy face</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• 'Mars' from <i>The planets suite</i> (Gustav Holst).</li> <li>• 'Happy' from <i>Despicable Me 2</i> (Pharrell Williams).</li> <li>• 'In the hall of the mountain king' from <i>Peer Gynt</i> (Edvard Grieg).</li> <li>• 'The imperial march' from <i>Star wars</i> (John Williams).</li> <li>• 'Dance of the sugar plum fairy' from <i>The nutcracker</i> (Pyotr Ilyich Tchaikovsky).</li> </ul>
<i>The sorcerer's apprentice</i> - 3 lessons	<p><b>Focus:</b> Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Explore storytelling elements in the music and create a class story inspired by the piece.</li> <li>• Identify and describe contrasts in tempo and dynamics.</li> <li>• Begin to use musical terms (louder/quieter, faster/slower, higher/lower).</li> <li>• Respond to music in a range of ways e.g. movement, talking, writing.</li> </ul>	<p><b>Song Bank:</b> <i>Alice the camel</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>The sorcerer's apprentice</i> (Paul Dukas).</li> <li>• <i>Percussion instruments for kids</i> (Green Bean's Music).</li> <li>• <i>BBC Young Musician 2020 Percussion final clips:</i> <ul style="list-style-type: none"> <li>• Isaac Harari – <i>Concerto, 1st mvmt</i> (Sergei Golovko).</li> <li>• Fang Zhang – <i>Rain the blind monk</i> (Heng Liu).</li> <li>• Toril Azzalini-Macheder – <i>Le corps a corps</i> (George Aperghis).</li> <li>• Lewis Kentaro Isaacs – <i>Til the cows come home</i> (Rick Dior).</li> <li>• <i>Fantasia</i> – The 1940 Disney animation (Parts 1, 2, &amp; 3).</li> </ul> </li> </ul>
<i>Witch, witch</i> - 3 lessons	<p><b>Focus:</b> Call-and-response, pitch (la-so-mi-do), timbre.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Make up a simple accompaniment using percussion instruments.</li> <li>• Use the voice to adopt different roles and characters.</li> <li>• Match the pitch of a four-note (la-so-mi-do) call-and-response song.</li> </ul>	<p><b>Song Bank:</b> <i>Witch, witch</i>.</p>
<i>Row, row, row your boat</i> - 3 lessons	<p><b>Focus:</b> Beat, pitch (step/leap), timbre.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Make up new lyrics and vocal sounds for different kinds of transport.</li> <li>• Sing a tune with 'stepping' and 'leaping' notes.</li> <li>• Play a steady beat on percussion instruments.</li> </ul>	<p><b>Song Bank:</b> <i>Row, row, row your boat; The transport song</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Rowing a boat</i> video.</li> <li>• A short clip demonstrating rowing actions.</li> <li>• <i>Row, row, row your boat</i> animation (Super Simple Songs).</li> </ul>

# Reception - Term 2

Title No. lessons	Musical learning	Musical material
<b>Bird spotting: <i>Cuckoo polka</i></b> - 3 lessons	<b>Focus:</b> Active listening, beat, pitch (so-mi), vocal play.  <b>Objectives:</b> <ul style="list-style-type: none"> <li>• Explore the range and capabilities of voices through vocal play.</li> <li>• Develop a sense of beat by performing actions to music.</li> <li>• Develop active listening skills by recognising the 'cuckoo call' in a piece of music (so-mi).</li> <li>• Enjoy moving freely and expressively to music.</li> </ul>	<b>Song Bank:</b> <i>Dabbling ducks</i> .  <b>Watch/Listen/Move:</b> <ul style="list-style-type: none"> <li>• Video clips of different bird song (Wildlife World):               <ul style="list-style-type: none"> <li>• Tawny owl, Black grouse, Whooper swans, &amp; Common quail.</li> </ul> </li> <li>• <i>The blue Danube</i> (Johann Strauss II).</li> <li>• <i>Cuckoo polka</i> (Johann Strauss II).</li> <li>• <i>The lark ascending</i> (Ralph Vaughan Williams).</li> </ul>
<b><i>Shake my sillies out</i></b> - 3 lessons	<b>Focus:</b> Timbre, pitch (higher/lower), tempo (faster/slower), beat.  <b>Objectives:</b> <ul style="list-style-type: none"> <li>• Create a sound story using instruments to represent different animal sounds/ movements.</li> <li>• Sing an action song with changes in speed.</li> <li>• Play along with percussion instruments.</li> <li>• Perform the story as a class.</li> <li>• Listen to music and show the beat with actions.</li> </ul>	<b>Song Bank:</b> <i>Jelly on a plate; Shake my sillies out</i> .  <b>Watch/Listen/Move:</b> <ul style="list-style-type: none"> <li>• <i>Sharing the beat</i> video from Sing Up's Developing musicianship toolkit</li> <li>• <i>Hippobottymus</i> video (Steve Smallman &amp; Ada Grey. Mr Wickins Reads).</li> </ul>
<b><i>Up and down</i></b> - 3 lessons	<b>Focus:</b> Pitch contour rising and falling, classical music.  <b>Objectives:</b> <ul style="list-style-type: none"> <li>• Make up new lyrics and accompanying actions.</li> <li>• Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.</li> <li>• Use appropriate hand actions to mark a changing pitch.</li> </ul>	<b>Song Bank:</b> <i>Rain is falling down; Up and down; Hickory dickory dock; Five fine bumble bees</i> .  <b>Watch/Listen/Move:</b> <ul style="list-style-type: none"> <li>• <i>Feeling the shape of a melody using a body ladder (m-r-d)</i> and <i>Pitch pencils</i> videos from Sing Up's Developing musicianship toolkit.</li> <li>• <i>Flight of the bumble bee</i> (Nikolai Rimsky-Korsakov. Performed by Emma Hej).</li> <li>• <i>Flight of the bumble bee</i> animation (Nikolai Rimsky-Korsakov).</li> <li>• <i>The lark ascending</i> (Ralph Vaughan Williams).</li> </ul>
<b><i>Five fine bumble bees</i></b> - 3 lessons	<b>Focus:</b> Timbre, tempo, structure (call-and-response), active listening.  <b>Objectives:</b> <ul style="list-style-type: none"> <li>• Improvise a vocal/physical soundscape about minibeasts.</li> <li>• Sing in call-and-response and change voices to make a buzzing sound.</li> <li>• Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo.</li> <li>• Listen to a piece of classical music and respond through dance.</li> </ul>	<b>Song Bank:</b> <i>Five fine bumble bees</i> .  <b>Watch/Listen/Move:</b> <ul style="list-style-type: none"> <li>• Bumblebee warm-up video – Spring vocal exploration (Track Tribe).</li> <li>• <i>Le Festin de l'Araignée</i> ('The spider's feast') (Albert Roussel).</li> <li>• <i>The glow worm</i> (Johnny Mercer, Lilla C. Robinson, &amp; Paul Lincke).</li> <li>• <i>La cucaracha</i> ('The cockroach') (The Mariachis).</li> <li>• 'Overture' to <i>The wasps</i> (Ralph Vaughan Williams).</li> <li>• Close up video of bees collecting pollen from flowers to make honey by Flow Hive.</li> <li>• <i>Mad about minibeasts</i> video (Giles Andraea &amp; David Wojtowycz. Storyvision Studios UK).</li> </ul>

# Reception - Term 3

Title No. lessons	Musical learning	Musical material
<p><i>Down there under the sea</i></p> <p>-</p> <p>3 lessons</p>	<p><b>Focus:</b> Timbre, structure, active listening, tune moving in step (stepping notes), soundscape.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Develop a song by composing new words and adding movements and props.</li> <li>Sing a song using a call-and-response structure.</li> <li>Play sea sound effects on percussion instruments.</li> <li>With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E).</li> <li>Listen to a range of sea-related pieces of music and respond with movement.</li> </ul>	<p><b>Song Bank:</b> <i>Down there under the sea; Well done, everyone!; Doggie, doggie, where's your bone?</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>Recreating ocean sounds with layered percussion instruments (Percussive Sounds ASMR).</li> <li><i>Miroirs III – Une barque sur l’océan</i> (Maurice Ravel).</li> <li>Video of sea life swimming in an aquarium (Georgia Aquarium).</li> </ul>
<p><i>It's oh so quiet</i></p> <p>-</p> <p>3 lessons</p>	<p><b>Focus:</b> Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Improvise music with different instruments, following a conductor.</li> <li>Compose music based on characters and stories developed through listening to Beethoven's <i>5th symphony</i>.</li> <li>Play different instruments with control.</li> <li>Explore dynamics with voices and instruments.</li> <li>Develop listening skills, identifying dynamics (<i>forte, piano, crescendo, and diminuendo</i>) across a range of different musical styles.</li> </ul>	<p><b>Song Bank:</b> <i>Pass the secret round; Bang my drum.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li><i>It's oh so quiet</i> (Björk).</li> <li><i>Bang my drum</i> video (London Rhymes).</li> <li><i>5th symphony</i> (1st mvmt) (Ludwig van Beethoven).</li> <li><i>In the mood</i> (The Glenn Miller Orchestra).</li> </ul>
<p><i>Slap clap clap</i></p> <p>-</p> <p>3 lessons</p>	<p><b>Focus:</b> Music in 3-time, beat, composing and playing.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Compose a three-beat body percussion pattern and perform it to a steady beat.</li> <li>Sing a melody in waltz time and perform the actions.</li> <li>Transfer actions to sounds played on percussion instruments.</li> <li>Listen actively to music in 3/4 time.</li> <li>Find the beat and perform a clapping game with a partner.</li> </ul>	<p><b>Song Bank:</b> <i>Slap clap clap; Rocking; Hey, hey.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>'Once upon a dream' from Disney's <i>Sleeping Beauty</i>.</li> <li><i>Mull of Kintyre</i> (Paul McCartney &amp; Wings).</li> </ul>
<p><i>Bow, bow, bow Belinda</i></p> <p>-</p> <p>3 lessons</p>	<p><b>Focus:</b> Beat, active listening, instrumental accompaniment.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Invent and perform actions for new verses.</li> <li>Sing a song while performing a sequence of dance steps.</li> <li>Play a two-note accompaniment, playing the beat, on tuned or untuned percussion.</li> <li>Listen to and talk about folk songs from North America.</li> </ul>	<p><b>Song Bank:</b> <i>Bow, bow, bow Belinda; Siren.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>Video of children singing and playing <i>In and out the dusty bluebells</i>.</li> <li><i>Shenandoah</i> (Traditional, version by Tom Roush).</li> </ul>

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Title No. lessons	Musical learning	Musical material
<p><i>Menu song</i></p> <p>6 lessons</p>	<p><b>Focus:</b> Active listening (movement), beat, echo singing, showing pitch moving, progression snapshot 1.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Participate in creating a dramatic group performance using kitchen-themed props.</li> <li>Sing a cumulative song from memory, remembering the order of the verses.</li> <li>Play classroom instruments on the beat.</li> <li>Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do.</li> <li>Listen and move in time to the song.</li> </ul>	<p><b>Song Bank:</b> <i>Rain is falling down</i>; <i>Menu song</i>; <i>Hip hop songwriting backing track</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>'Be our guest' from <i>Beauty and the Beast</i>.</li> <li>'Food, glorious food' from <i>Oliver!</i></li> <li><i>The herring song</i> (Traditional arr. Chris Haslam).</li> <li><i>Rain is falling down</i> progression snapshot 1 videos (Sing Up).</li> </ul>
<p><i>Colonel Hathi's march</i></p> <p>3 lessons</p>	<p><b>Focus:</b> Beat, march, timbre, film music.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Compose music to march to using tuned and untuned percussion.</li> <li>Respond to musical characteristics through movement.</li> <li>Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips).</li> </ul>	<p><b>Song Bank:</b> <i>The grand old Duke of York</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>'Colonel Hathi's march' from <i>The Jungle Book</i> (Sherman &amp; Sherman).</li> <li>'Colonel Hathi's march' from <i>The Jungle Book</i> (Sherman &amp; Sherman arr. Laurent Pierre).</li> <li>Tuba demonstration (Minnesota Orchestra).</li> <li>Gluckenspiel demonstration (Minnesota Orchestra).</li> <li>Royal Marines massed bands – beating retreat 2018.</li> <li><i>Follow my feet</i> video from Sing Up's Developing musicianship toolkit.</li> <li>'March of the toy soldiers' from <i>The nutcracker</i> (Pyotr Ilyich Tchaikovsky. Choreography by George Balanchine).</li> <li>'March of the toy soldiers' from <i>The nutcracker</i> (Pyotr Ilyich Tchaikovsky. Performed by the Royal Ballet).</li> </ul>
<p><i>Magical musical aquarium</i></p> <p>3 lessons</p>	<p><b>Focus:</b> Timbre, pitch, structure, graphic symbols, classical music.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols.</li> <li>Sing a unison song rhythmically and in tune.</li> <li>Play percussion instruments expressively, representing the character of their composition.</li> <li>Listen to 'Aquarium', reflecting the character of the music through movement.</li> </ul>	<p><b>Song Bank:</b> <i>Hey, hey</i>; <i>Down there under the sea</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>'Aquarium' from <i>The carnival of the animals</i> (Camille Saint-Saëns).</li> <li><i>Hey, hey activity: Matching pitch – with voices and Have you brought your speaking voice?</i> Teacher reference videos from Sing Up's Developing musicianship toolkit.</li> </ul>

# Year 1 - Term 2

Title No. lessons	Musical learning	Musical material
<p><i>Football</i></p> <p>-</p> <p>6 lessons</p>	<p><b>Focus:</b> Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).</li> <li>• Chant together rhythmically, marking rests accurately.</li> <li>• Play a simple ostinato on untuned percussion.</li> <li>• Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.</li> <li>• Recognise the difference between a pattern with notes (pitched) and without (unpitched).</li> </ul>	<p><b>Song Bank:</b> <i>Tap your name; Football; Rain is falling down; My fantasy football team.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Don't clap this one back.</i></li> <li>• <i>Rain is falling down: matching pitch using body ladders</i> Teacher reference video from Sing Up's Developing musicianship toolkit.</li> <li>• <i>Rain is falling down</i> progression snapshot 2 videos (Sing Up).</li> </ul>
<p>'Dawn' from <i>Sea interludes</i></p> <p>-</p> <p>3 lessons</p>	<p><b>Focus:</b> Beat, active listening (singing game, musical signals, movement), 20th century classical music.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Sing a simple singing game, adding actions to show a developing sense of beat.</li> <li>• Listen actively by responding to musical signals and musical themes using appropriate movement.</li> <li>• Create a musical movement picture.</li> </ul>	<p><b>Song Bank:</b> <i>Down by the bay.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Pitch pencils</i> video from Sing Up's Developing musicianship toolkit.</li> <li>• 'Dawn' from <i>Sea interludes</i> (Benjamin Britten).</li> <li>• <i>Sailor, sailor on the sea.</i></li> </ul>
<p>Musical conversations</p> <p>-</p> <p>3 lessons</p>	<p><b>Focus:</b> Question-and-answer, timbre, graphic score.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose musical sound effects and short sequences of sounds in response to a stimulus.</li> <li>• Improvise question-and-answer conversations using percussion instruments.</li> <li>• Create, interpret, and perform from simple graphic scores.</li> <li>• Recognise how graphic symbols can represent sound.</li> </ul>	<p><b>Song Bank:</b> <i>Plasticine person.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Dueling banjos</i> (Eric Dunbar &amp; Stephen Baime).</li> </ul>

# Year 1 - Term 3

Title No. lessons	Musical learning	Musical material
<b>Dancing and drawing to Nautilus</b> - 3 lessons	<p><b>Focus:</b> Active listening (musical signals, internalising beat, draw to music, movement/actions), electronic music.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Perform actions to music, reinforcing a sense of beat.</li> <li>• Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.</li> <li>• Develop awareness of duration and the ability to move slowly to music.</li> <li>• Create art work, drawing freely and imaginatively in response to a piece of music.</li> </ul>	<p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Nautilus</i> animated video (Anna Meredith).</li> <li>• <i>Nautilus</i> live video (Anna Meredith).</li> <li>• <i>Tremble</i> (Scottish Ballet).</li> <li>• Prada Spring/Summer 2014 Women's clothes advert.</li> </ul>
<b>Cat and mouse</b> - 3 lessons	<p><b>Focus:</b> Mood, tempo, dynamics, rhythm, timbre, dot notation.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.</li> <li>• Attempt to record compositions with stick and other notations.</li> <li>• Sing and chant songs and rhymes expressively.</li> <li>• Listen and copy rhythm patterns.</li> </ul>	<p><b>Song Bank:</b> <i>Skin and bones; Three little mice; What do you want to eat, little mouse? The old grey cat; Hip hop songwriting backing track.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Sing Up videos with Steve Grocott:             <ul style="list-style-type: none"> <li>• <i>Three little mice.</i></li> <li>• Expression, pitch, and tempo using <i>The old grey cat.</i></li> <li>• Rhythm, pulse, beat, and pitch using <i>What do you want to eat, little mouse?</i></li> </ul> </li> <li>• <i>Duetto buffo di due gatti</i> (Cat duet) (Rossini/Pearsall).</li> <li>• <i>The cat and the mouse</i> (Aaron Copland).</li> </ul>
<b>Come dance with me</b> - 6 lessons	<p><b>Focus:</b> Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills, progression snapshot 3.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Create musical phrases from new word rhythms that children invent.</li> <li>• Sing either part of a call-and-response song.</li> <li>• Play the response sections on tuned percussion using the correct beater hold.</li> <li>• Echo sing a line independently with teacher leading, then move on to pair singing in echo format.</li> <li>• Copy call-and-response patterns with voices and instruments.</li> </ul>	<p><b>Song Bank:</b> <i>Come dance with me; Hip hop songwriting backing track; Walk and stop.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Sing Up's Developing musicianship toolkit videos:             <ul style="list-style-type: none"> <li>• <i>Playing with pitch pencils.</i></li> <li>• <i>Copy my actions.</i></li> <li>• <i>Let's copy your actions!</i></li> <li>• <i>Walk and stop.</i></li> </ul> </li> <li>• <i>Rain is falling down</i> progression snapshot 3 videos (Sing Up).</li> </ul>

# Year 2 - Term 1

Title No. lessons	Musical learning	Musical material
<p><i>Tony Chestnut</i> - 6 lessons</p>	<p><b>Focus:</b> Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion, progression snapshot 1.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Improvise rhythms along to a backing track using the note C or G.</li> <li>• Compose call-and-response music.</li> <li>• Play the melody on a tuned percussion instrument.</li> <li>• Sing with good diction.</li> <li>• Recognise and play echoing phrases by ear.</li> </ul>	<p><b>Song Bank:</b> <i>Tony Chestnut; Hi lo chicka lo.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>I want you to be my baby</i> (Louis Jordan &amp; his Tympany Five).</li> <li>• <i>Pitch pencils</i> video from Sing Up's Developing musicianship toolkit.</li> <li>• <i>Hi lo chicka lo</i> progression snapshot 1 videos (Sing Up).</li> <li>• <i>Fanfarra (Cabua-le-le)</i> (Sérgio Mendes).</li> </ul>
<p><i>Carnival of the animals</i> - 3 lessons</p>	<p><b>Focus:</b> Timbre, tempo, dynamics, pitch, classical music.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Select instruments and compose music to reflect an animal's character.</li> <li>• Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance.</li> <li>• Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made.</li> <li>• Recognise and respond to changes of speed (tempo), the length of notes (duration – long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement.</li> </ul>	<p><b>Song Bank:</b> <i>I once saw an elephant.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• 'Aquarium', 'Characters with long ears', 'Fossils', 'The swan', 'Tortoises', 'The elephant' and 'Aviary' from <i>Carnival of the animals</i> (Camille Saint-Saëns).</li> <li>• <i>Danse macabre</i> (Camille Saint-Saëns).</li> </ul>
<p>Composing music inspired by birdsong - 3 lessons</p>	<p><b>Focus:</b> Composing using a non-musical stimulus, creating music inspired by birds and birdsong, improvising and playing a solo on instruments.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Invent simple patterns using voices, body percussion, and then instruments.</li> <li>• Follow signals given by a conductor/leader.</li> <li>• Structure compositional ideas into a bigger piece.</li> <li>• Improvise solos using instruments.</li> </ul>	<p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Skylark</i> – singing and chirping birds in the spring sky (Wildlife World).</li> <li>• <i>The birds</i> (P.154 – V. The cuckoo) (Ottorino Respighi).</li> <li>• <i>Oiseaux exotiques</i> (Olivier Messiaen).</li> <li>• <i>The lark ascending</i> (Ralph Vaughan Williams).</li> </ul>

# Year 2 - Term 2

Title No. lessons	Musical learning	Musical material
<b>Grandma rap</b> - 6 lessons	<p><b>Focus:</b> Duration (crotchet, quavers, crotchet rest), unison, round, progression snapshot 2.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.</li> <li>• Chant <i>Grandma rap</i> rhythmically, and perform to an accompaniment children create.</li> <li>• Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation.</li> <li>• Learn a clapping game to <i>Hi lo chicka lo</i> that shows the rhythm.</li> <li>• Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers).</li> </ul>	<p><b>Song Bank:</b> <i>Grandma rap</i>; <i>Hip hop songwriting backing track</i>; <i>Supercalifragilisticexpialidocious</i>; <i>Hi lo chicka lo</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Walk and stop</i>, <i>Copy my actions</i>, and <i>Stepping durations</i> videos from Sing Up's Developing musicianship toolkit.</li> <li>• <i>Hi lo chicka lo</i> progression snapshot 2 videos (Sing Up).</li> <li>• <i>Marble machine</i> (Wintergatan).</li> <li>• <i>Supercalifragilisticexpialidocious</i> lyric video (Sherman &amp; Sherman).</li> </ul>
<b>Orawa</b> - 3 lessons	<p><b>Focus:</b> Beat, rhythm, repetition, structure, 20th century classical music.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Improvise and compose, structuring short musical ideas to form a larger piece.</li> <li>• Sing and play, performing composed pieces for an audience.</li> <li>• Listen and appraise, with focus and attention to detail, recalling sounds and patterns.</li> </ul>	<p><b>Song Bank:</b> <i>H. E. L. L. O.</i>; <i>Baby one, two, three</i>; <i>Płynie statek</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Orawa</i> (Wojciech Kilar).</li> </ul>
<b>Trains</b> - 3 lessons	<p><b>Focus:</b> To create music inspired by train travel, volume/dynamics (<i>crescendo</i>, <i>diminuendo</i>), speed/tempo (<i>accelerando</i>, <i>ritenuto</i>).</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Begin to understand duration and rhythm notation.</li> <li>• Structure musical ideas into a whole-class composition.</li> <li>• Learn a simple rhythm pattern and perform it with tempo and volume changes.</li> <li>• Learn about the musical terms <i>crescendo</i>, <i>diminuendo</i>, <i>accelerando</i>, <i>ritenuto</i>.</li> <li>• Follow signals from a conductor.</li> <li>• Listen to and analyse four pieces of music inspired by travel/vehicles.</li> </ul>	<p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Short ride in a fast machine</i> (John Adams).</li> <li>• <i>The little train of Caipira</i> (Heitor Villa-Lobos).</li> <li>• Main theme from <i>633 Squadron</i> (Ron Goodwin)</li> <li>• <i>The wagon passes (Nursery suite V)</i> (Edward Elgar).</li> </ul>

# Year 2 - Term 3

Title No. lessons	Musical learning	Musical material
Swing-a-long with Shostakovich - 3 lessons	<p><b>Focus:</b> 2- and 3-time, beat, beat groupings, 20th century classical music.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Create action patterns in 2- and 3-time.</li> <li>• Listen actively and mark the beat by tapping, clapping, and swinging to the music.</li> <li>• Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skippy').</li> <li>• Understand and explain how beats can be grouped into patterns and identify them in familiar songs.</li> <li>• Move freely and creatively to music using a prop.</li> </ul>	<p><b>Song Bank:</b> <i>Swing-a-long; One man went to mow; One finger, one thumb; Giggle song; Oranges and lemons.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Jazz suite No. 1 – 2. 'Polka'</i> (Dmitri Shostakovich).</li> <li>• <i>Jazz suite No. 2 – 6. 'Waltz II'</i> (Dmitri Shostakovich).</li> </ul>
Charlie Chaplin - 3 lessons	<p><b>Focus:</b> To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft).</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose a soundtrack to a clip of a silent film.</li> <li>• Understand and use notes of different duration.</li> <li>• Understand and use notes of different pitch.</li> <li>• Understand and use dynamics.</li> </ul>	<p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• 'The lion's cage' – a scene from the 1928 film <i>The circus</i> (Charlie Chaplin).</li> </ul>
Tańczymy labada - 6 lessons	<p><b>Focus:</b> Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an internalised sense of pulse through singing games.</li> <li>• Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections.</li> <li>• Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.</li> <li>• Listen and match the beat of others and recorded music, adapting speed accordingly.</li> <li>• Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.</li> </ul>	<p><b>Song Bank:</b> <i>Tańczymy labada; Bassez down; Płynie statek; Feet, feet; Hi lo chicka lo.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Demonstration of the Krakowiak dance.</li> <li>• <i>Follow my feet and Walk and freeze</i> videos from Sing Up's Developing musicianship toolkit.</li> <li>• <i>Rondo à la Krakowiak in F major</i> (Op.14) (Frédéric Chopin).</li> <li>• <i>Hi lo chicka lo</i> progression snapshot 3 videos (Sing Up).</li> <li>• Polish folk music, performed live (FisBanda).</li> <li>• Polish traditional folk dance: Krakowiak (Lublin, Folk Dances Around the World).</li> </ul>

# Year 3 - Term 1

Title No. lessons	About the unit	Musical material
<i>I've been to Harlem</i> - 6 lessons	<p><b>Focus:</b> Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose a pentatonic ostinato.</li> <li>• Sing a call-and-response song in groups, holding long notes confidently.</li> <li>• Play melodic and rhythmic accompaniments to a song.</li> <li>• Listen and identify where notes in the melody of the song go down and up.</li> </ul>	<p><b>Song Bank:</b> <i>I've been to Harlem; Tongo; Siren; Born to be wild.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Tongo</i> progression snapshot 1 videos (Sing Up).</li> <li>• <i>I've been to Harlem</i> cup rhythms video.</li> <li>• <i>Peer Gynt Suite No. 1</i> (Morning Mood) (Edvard Grieg).</li> </ul>
<i>Nao chariya de/Mingulay boat song</i> - 3 lessons	<p><b>Focus:</b> Bengali/Scottish folk songs, comparing songs from different parts of the world, beat, tempo, 3/4, 4/4.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Begin to develop an understanding and appreciation of music from different musical traditions.</li> <li>• Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Pupils can use some musical vocabulary to describe these things.</li> <li>• Understand that a folk song is music that belongs to the people of a particular place.</li> </ul>	<p><b>Song Bank:</b> <i>Skye boat song; Under the lemon tree; Roll the old chariot along</i></p> <p><b>Watch/Listen/Move</b></p> <ul style="list-style-type: none"> <li>• <i>Skye boat song</i> (Alastair McDonald).</li> <li>• <i>Mingulay boat song</i> (Coda).</li> <li>• <i>Mingulay boat song</i> (The Corries).</li> <li>• <i>Nao chariya de</i> (Abbasudin Ahmed).</li> <li>• <i>Nao chariya de</i> (Koushik &amp; friends).</li> </ul>
Sound symmetry - 3 lessons	<p><b>Focus:</b> Structure (symmetry and pattern in melody, ternary form), melody, accompaniment.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment.</li> <li>• Sing by improvising simple melodies and rhythms.</li> <li>• Identify how the pitch and melody of a song has been developed using symmetry.</li> </ul>	<p><b>Song Bank:</b> <i>Rubber chicken; Plasticine person; Dr Knickerbocker ek, dho, teen!; 1, 12; Twinkle, twinkle, little star</i></p>

# Year 3 - Term 2

Title No. lessons	Musical learning	Musical material
<p><i>Latin dance</i> (Classroom percussion) - 6 lessons</p>	<p><b>Focus:</b> Salsa, beat, clave rhythm, timbre, chords, rhythm pattern, progression snapshot 2.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose a 4-beat rhythm pattern to play during instrumental sections.</li> <li>• Working in small groups, sing a call-and-response song with an invented drone accompaniment.</li> <li>• Sing the syncopated rhythms in <i>Latin dance</i> and recognise a verse/chorus structure.</li> <li>• Play a one-note part contributing to the chords accompanying the verses.</li> <li>• Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.</li> </ul>	<p><b>Song Bank:</b> <i>Latin dance; Plasticine person; Tonga.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Salsa tutorial for kids videos (Spotty Dotty).</li> <li>• <i>Tonga</i> progression snapshot 1 &amp; 2 videos (Sing Up).</li> <li>• Learn about Cuban music (Miss Jessica's World).</li> <li>• <i>El Manisero (The Peanut Vendor)</i> (Don Azpiazu &amp; the Havana Casino Orchestra).</li> <li>• <i>Despacito (salsa)</i> performed by Aston Merrygold &amp; Janelle Manrara on <i>Strictly Come Dancing</i>.</li> <li>• <i>Chan, chan</i> (Compay Segundo).</li> <li>• <i>Quimbara</i> (Celia Cruz &amp; Tito Puente).</li> </ul>
<p>'March' from <i>The nutcracker</i> - 3 lessons</p>	<p><b>Focus:</b> Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Develop active listening skills by responding to musical themes through movement.</li> <li>• Understand the structure of rondo form (A-B-A-C-A).</li> <li>• Develop a sense of beat and rhythmic pattern through movement.</li> <li>• Experience call-and-response patterns through moving with a partner.</li> </ul>	<p><b>Song Bank:</b> <i>As I was walking down the street; Feet, feet.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• 'March' from <i>The nutcracker</i> (Tchaikovsky).</li> <li>• Animated musical form video for 'March' from <i>The nutcracker</i> (Ready GO Music).</li> <li>• 'March' from <i>The nutcracker</i> (The Royal Ballet).</li> <li>• <i>Follow my feet</i> video from Sing Up's Developing musicianship toolkit.</li> </ul>
<p>From a railway carriage - 3 lessons</p>	<p><b>Focus:</b> Structure (repetition, round, pattern), texture (layers, unison), timbre beat, classical music.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Explore ways to create word-based pieces of music.</li> <li>• Explore ways to communicate atmosphere and effect.</li> <li>• Listen and compare how different composers have approached creating word-based compositions.</li> </ul>	<p><b>Song Bank:</b> <i>Celebration; Boom chicka boom.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Night mail</i> (Benjamin Britten, performed by Sir Tom Courtenay &amp; Vangelis).</li> <li>• <i>Geographical fugue</i> (Ernst Toch).</li> <li>• <i>Smooth</i> (instrumental) (Carlos Santana).</li> <li>• <i>No place like</i> (Kerry Andrews).</li> </ul>

# Year 3 - Term 3

Title No. lessons	Musical learning	Musical material
<b>Just three notes</b> - <b>3 lessons</b>	<p><b>Focus:</b> Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Invent simple patterns using rhythms and notes C-D-E.</li> <li>• Compose music, structuring short ideas into a bigger piece.</li> <li>• Notate, read, follow and create a 'score'.</li> <li>• Recognise and copy rhythms and pitches C-D-E.</li> </ul>	<p><b>Song Bank:</b> <i>Rubber chicken</i>; <i>Hip hop songwriting backing track</i>; <i>Boom chicka boom</i>; <i>Bobby Shafto</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Drumming part IV</i> (Steve Reich).</li> <li>• <i>Musical ricercata</i> (György Ligeti).</li> </ul>
<b>Samba with Sérgio</b> - <b>3 lessons</b>	<p><b>Focus:</b> Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments.</li> <li>• Perform vocal percussion as part of a group.</li> <li>• Move in time with the beat of the music.</li> <li>• Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns that you can freely express yourself at Carnival).</li> </ul>	<p><b>Song Bank:</b> <i>Rubber chicken</i>; <i>Beatboxing warm-up</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Fanfarra (Cabua-le-le)</i> (Sérgio Mendes).</li> <li>• Top 50 Rio Carnival Floats – Brazilian Carnival – The Samba Schools Parade video.</li> <li>• <i>Magalenha</i> (Sérgio Mendes).</li> <li>• <i>Estação Primeira de Mangueira – Samba school: Clipe Mangueira 2022</i>.</li> <li>• <i>Mangueira do Amanhã – Samba school: Manugueira do Amanhã 2012 – Desfile oficial</i>.</li> <li>• Afro Reggae Youth Percussion Programme: Afro Reggae Kids – Favela rising.</li> <li>• <i>Samba with Sérgio</i> teaching videos (Sing Up).</li> </ul>
<b>Fly with the stars (Classroom percussion)</b> - <b>6 lessons</b>	<p><b>Focus:</b> Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest), progression snapshot 3.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Play the chords of <i>Fly with the stars</i> on tuned percussion as part of a whole-class performance.</li> <li>• Sing solo or in a pair in call-and-response style.</li> <li>• Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.</li> </ul>	<p><b>Song Bank:</b> <i>Fly with the stars</i>; <i>This is what it sounds like</i>; <i>Supercalifragilisticexpialidocious</i>; <i>Tango</i>; <i>Hip hop songwriting backing track</i>; <i>Bobby Shafto</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Walk and stop and Twice as fast, four times as fast</i> videos from Sing Up's Developing musicianship toolkit.</li> <li>• 'Soldiers' march' from <i>Album for the young</i> (Op. 68) (Robert Schumann).</li> <li>• 'Supercalifragilisticexpialidocious' from <i>Mary Poppins</i> (Sherman &amp; Sherman).</li> <li>• <i>Tango</i> progression snapshot 1, 2, &amp; 3 videos (Sing Up)</li> </ul>

# Year 4 - Term 1

Title No. lessons	About the unit	Musical material
<p><i>This little light of mine</i></p> <p>-</p> <p>6 lessons</p>	<p><b>Focus:</b> Pentatonic scale, Gospel music, off-beat, rhythm, call-and-response, progression snapshot 1.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one).</li> <li>• Sing in a Gospel style with expression and dynamics.</li> <li>• Play a bass part and rhythm ostinato along with <i>This little light of mine</i>.</li> <li>• Sing Part 1 of a partner song rhythmically.</li> <li>• Listen and move in time to songs in a Gospel style.</li> </ul>	<p><b>Song Bank:</b> <i>Siren; This little light of mine; Joyful, joyful; I wanna sing scat.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>This little light of mine</i> (Rosetta Tharpe &amp; the Sims-Wheeler Orchestra).</li> <li>• <i>This little light of mine</i> (Soweto Gospel Choir).</li> <li>• <i>What kind of man is this?</i> (Ray Charles &amp; the Voices of Jubilation Choir 2006).</li> <li>• <i>I wanna sing scat</i> progression snapshot 1 videos (Sing Up).</li> <li>• <i>I say a little prayer</i> (Aretha Franklin).</li> <li>• The power of the pentatonic scale (Bobby McFerrin).</li> <li>• <i>Every praise</i> (Hezekiah Walker).</li> <li>• <i>Didn't it rain</i> (Sister Rosetta Tharpe).</li> <li>• <i>Shackles (Praise you)</i> (Mary Mary).</li> </ul>
<p><i>The Pink Panther theme</i></p> <p>-</p> <p>3 lessons</p>	<p><b>Focus:</b> Timbre, tempo, rhythm, dynamics, atmosphere, music from a film.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Improvise and compose, creating atmospheric music for a scene with a given set of instruments.</li> <li>• Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm.</li> <li>• Talk about the effect of particular instrument sounds (timbre).</li> </ul>	<p><b>Song Bank:</b> <i>Boom chicka boom; Hat potato!</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>The Pink Panther theme</i> (Henry Mancini).</li> <li>• How cartoon sounds effects are made (<i>Tom and Jerry</i>) (Josh Harmon).</li> <li>• Hacks for creating movie &amp; cartoon sound effects (Gamer world).</li> <li>• How cartoon sounds are made (<i>The Flintstones</i>) (Josh Harmon).</li> </ul>
<p>Composing with colour</p> <p>-</p> <p>3 lessons</p>	<p><b>Focus:</b> Creating music inspired by colour and art, composing using a non-musical stimulus, timbre, dynamics, rhythm, texture, suite, graphic score.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Create short sounds inspired by colours and shapes.</li> <li>• Structure musical ideas into a composition.</li> <li>• Create and read graphic scores.</li> <li>• Understand that instruments can be used individually and in combination to create different effects of timbre and texture.</li> </ul>	<p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Ecstatic orange</i> (Michael Torke).</li> <li>• <i>A colour symphony – I. Purple 'Andante maestoso'</i> (Arthur Bliss).</li> <li>• <i>Rhapsody in blue</i> (George Gershwin).</li> <li>• <i>Green plastic, pink oil and water</i> (Rachel Leach).</li> </ul>

# Year 4 - Term 2

Title No. lessons	About the unit	Musical material
<p><i>The doot doot song</i> (Classroom percussion) - 6 lessons</p>	<p><b>Focus:</b> Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases, progression snapshot 2.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• 'Doodle' with voices over the chords in the song.</li> <li>• Sing swung rhythms lightly and accurately.</li> <li>• Learn a part on tuned percussion and play as part of a whole-class performance.</li> <li>• Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing.</li> <li>• Listen and identify similarities and differences between acoustic guitar styles.</li> </ul>	<p><b>Song Bank:</b> <i>The doot doot song; Warm-up and stomp canon; I wanna sing scat; Siren; Bogapilla.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Quick technique: Moving chords Marimba exercise (KPpercussion).</li> <li>• <i>I wanna sing scat</i> progression snapshot 2 videos (Sing Up).</li> <li>• <i>Jolene</i> (Dolly Parton).</li> <li>• <i>Blowin' in the wind</i> (Bob Dylan).</li> <li>• <i>Gone</i> (Ben Harper &amp; Jack Johnson).</li> <li>• <i>Where did you sleep last night?</i> (Huddie William Ledbetter/Lead Belly).</li> </ul>
<p><i>Fanfare for the common man</i> - 3 lessons</p>	<p><b>Focus:</b> Fanfare, timbre, dynamics, texture, silence.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare.</li> <li>• Compose a fanfare using a small set of notes, and short, repeated rhythms.</li> <li>• Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary.</li> </ul>	<p><b>Song Bank:</b> <i>Nanuma.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Extract from <i>Fanfare for the common man</i> (Aaron Copland).</li> <li>• <i>Introduction to timpani</i> video (Andy Smith, Philharmonia Orchestra).</li> <li>• <i>Introduction to percussion</i> video (David Corkhill, Philharmonia Orchestra).</li> <li>• 'Main theme' from <i>Superman</i> (John Williams).</li> </ul>
<p>Spain - 3 lessons</p>	<p><b>Focus:</b> To create music inspired by Spain, habanera rhythm, triplet rhythm, fitting two rhythms together, count musically, structure ideas.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Invent a melody.</li> <li>• Fit two patterns together.</li> <li>• Structure musical ideas into compositions.</li> <li>• Play repeating rhythmic patterns.</li> <li>• Count musically.</li> </ul>	<p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Habanera</i> (Emmanuel Chabrier).</li> </ul>

# Year 4 - Term 3

Title No. lessons	About the unit	Musical material
<b>Global pentatonics</b> - 3 lessons	<p><b>Focus:</b> Pentatonic scale, different music traditions and cultures, graphic/dot notation.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose a pentatonic melody.</li> <li>• Improvise and create pentatonic patterns.</li> <li>• Use notation to represent musical ideas.</li> <li>• Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.</li> </ul>	<p><b>Song Bank:</b> <i>Siren</i>; <i>Canoe song</i>; <i>Cowboy song</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Everywhere we go</i> (Silly Songs for Kids 4).</li> <li>• <i>Skye boat song</i> (Alastair McDonald).</li> <li>• <i>Om Namah Shivaya</i> (Dr. Nisha Dhuri).</li> <li>• <i>Busy weaving</i> (Weishan Liu).</li> <li>• <i>Desert blues</i> (Alhousseini Anivolla &amp; Girum Mezmur).</li> <li>• The power of the pentatonic scale (Bobby McFerrin).</li> <li>• Howard Goodall on pentatonic music from <i>How music works</i>.</li> <li>• C Pentatonic scale training basic backing track (Guitar Practice).</li> </ul>
<b>The horse in motion</b> - 3 lessons	<p><b>Focus:</b> To create music inspired by one of the first ever motion pictures showing the movement of a horse, composing to a moving image, graphic score, orchestration, ostinatos, dynamics.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Create ostinatos.</li> <li>• Layer up different rhythms.</li> <li>• Create and follow a score.</li> <li>• Watch a film and analyse it in a musical context.</li> </ul>	<p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>The horse in motion</i> (Eadweard Muybridge).</li> </ul>
<b>Favourite song (Classroom percussion)</b> - 6 lessons	<p><b>Focus:</b> Triads, chords: C, F, G major, A minor, chord structure, folk-rock styles, progression snapshot 3.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Sing with expression and a sense of the style of the music.</li> <li>• Understand triads and play C, F, G major, and A minor.</li> <li>• Play an instrumental part as part of a whole-class performance.</li> <li>• Sing a part in a partner song, rhythmically and from memory.</li> <li>• Identify similarities and differences between pieces of music in a folk/folk-rock style.</li> </ul>	<p><b>Song Bank:</b> <i>Favourite song</i>; <i>Rain on the green grass</i>; <i>I wanna sing scat</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>I wanna sing scat</i> progression snapshot 3 videos (Sing Up).</li> <li>• <i>I will wait</i> (Mumford &amp; Sons).</li> <li>• <i>The times they are a-changin'</i> (Bob Dylan).</li> <li>• <i>The times they are a-changin'</i> (The Byrds).</li> <li>• <i>Dylan Goes Electric</i> – Background context for teachers (Decades TV Network).</li> </ul>

# Year 5 - Term 1

Title No. lessons	About the unit	Musical material
<p><i>What shall we do with the drunken sailor?</i></p> <p>-</p> <p>6 lessons</p>	<p><b>Focus:</b> Sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.</li> <li>• Sing a sea shanty expressively, with accurate pitch and a strong beat.</li> <li>• Play bass notes, chords, or rhythms to accompany singing.</li> <li>• Sing in unison while playing an instrumental beat (untuned).</li> <li>• Keep the beat playing a 'cup' game.</li> <li>• Talk about the purpose of sea shanties and describe some of the features using music vocabulary.</li> </ul>	<p><b>Song Bank:</b> <i>What shall we do with the drunken sailor?</i>; <i>Rubber chicken</i>; <i>Hey, ho! Nobody home</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>What shall we do with the drunken sailor?</i> Teaching video – song &amp; game.</li> <li>• <i>Drunken Sailor Mashup</i> (TikTok user @nathanevanss &amp; others).</li> <li>• <i>Sea Shanties documentary</i> (BBC 4).</li> <li>• <i>Hey, ho! Nobody home</i> progression snapshot 1 videos (Sing Up).</li> <li>• <i>Wellerman</i> (TikTok Sea Shanty mashup 2021).</li> <li>• <i>Sea shanty medley</i> (Home Free).</li> </ul>
<p><i>Why we sing</i></p> <p>-</p> <p>3 lessons</p>	<p><b>Focus:</b> Gospel music, instruments, structure, texture, vocal decoration.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Develop and practise techniques for singing and performing in a Gospel style.</li> <li>• Recognise individual instruments and voices by ear.</li> <li>• Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound.</li> <li>• Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.).</li> </ul>	<p><b>Song Bank:</b> <i>Let's start to sing!</i>; <i>Tongue twisters</i>; <i>Tongue, teeth, lips, mouth</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Wade in the water</i> (Sweet Honey in the Rock).</li> <li>• <i>Wade in the water</i> (The Spirituals).</li> <li>• <i>Climbing higher mountains</i> (Aretha Franklin).</li> <li>• <i>Why we sing</i> (Kirk Franklin and the Family).</li> <li>• <i>What kind of man is this?</i> (Ray Charles &amp; the Voices of Jubilation Choir 2006).</li> <li>• <i>Shackles (Praise you)</i> (Mary Mary).</li> <li>• <i>This little light of mine</i> (Soweto Gospel Choir).</li> <li>• <i>Take your burden to the Lord (and leave it there)</i> (Blind Boys of Alabama).</li> <li>• <i>The storm is passing over</i> (The Clara Ward Singers).</li> <li>• <i>Jesus gave me water</i> (Sam Cooke &amp; The Soul Stirrers).</li> <li>• <i>Great is your mercy</i> (Donnie McClurkin).</li> <li>• <i>Get away, Jordan</i> (Take 6).</li> </ul>
<p><i>Introduction to songwriting</i></p> <p>-</p> <p>3 lessons</p>	<p><b>Focus:</b> Structure (verse/chorus), hook, lyric writing, melody.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook.</li> <li>• Create fragments of songs that can develop into fully fledged songs.</li> <li>• Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor.</li> <li>• Understand techniques for creating a song and develop a greater understanding of the songwriting process.</li> </ul>	<p><b>Song Bank:</b> <i>Throw, catch</i>; <i>Plasticine person</i>; <i>Great day</i>; <i>Firework</i>; <i>Songwriting backing tracks</i>; <i>Song pieces</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Wonderwall</i> (Oasis).</li> <li>• <i>Say my name</i> (Destiny's Child).</li> <li>• <i>Le freak</i> (Chic).</li> <li>• <i>Smalltown boy</i> (Broski Beat).</li> </ul>

# Year 5 - Term 2

Title No. lessons	About the unit	Musical material
<p><i>Madina tun nabi</i></p> <p>-</p> <p>6 lessons</p>	<p><b>Focus:</b> Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones, progression snapshot 2.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Improvise freely over a drone.</li> <li>• Sing a song in two parts with expression and an understanding of its origins.</li> <li>• Sing a round and accompany themselves with a beat.</li> <li>• Play a drone and chords to accompany singing.</li> <li>• Listen and copy back simple rhythmic and melodic patterns.</li> </ul>	<p><b>Song Bank:</b> <i>Madina tun nabi</i>; <i>Siren</i>; <i>Alphabet of nations</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Madinah tun nabi</i> (Aashiq al-Rasul).</li> <li>• <i>Burdah Maula ya Salli</i> (Mesut Kurtis).</li> <li>• <i>A is for Allah</i> (Zain Bhikha).</li> <li>• <i>Ya Thabyat Elban</i> (Youssef Yaseen &amp; Tomos Latorre).</li> <li>• <i>Room 310</i> (Lynn Adib).</li> <li>• <i>Sastanâqqâm</i> (Tinariwen).</li> <li>• <i>Hey ho, nobody home</i> progression snapshot 2 videos (Sing Up).</li> <li>• <i>Nami nami</i> (ODO Ensemble).</li> </ul>
<p>Building a groove</p> <p>-</p> <p>3 lessons</p>	<p><b>Focus:</b> Beat, rhythm, basslines, riffs.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Show understanding of how a drum pattern, bass line and riff fit together to create a memorable and catchy groove.</li> <li>• Identify drum patterns, basslines, and riffs and play them using body percussion and voices.</li> </ul>	<p><b>Song Bank:</b> <i>Do your dooty</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• "Watermelon man" from <i>Head Hunters</i> (Herbie Hancock).</li> <li>• <i>Jesus you're worthy to be praised</i> (Potter's House Mass Choir).</li> <li>• The drums – learning the parts of the drum set (MonkeySee).</li> <li>• Drum groove audio tracks (Sing Up).</li> <li>• <i>Cissy strut</i> (The Meters).</li> <li>• <i>Le freak</i> (Chic).</li> </ul>
<p><i>Época</i></p> <p>-</p> <p>3 lessons</p>	<p><b>Focus:</b> Texture, articulation, rhythm, tango.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas.</li> <li>• Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement.</li> <li>• Demonstrate an understanding of the history of Argentine Tango.</li> </ul>	<p><b>Song Bank:</b> <i>Ronda de las conejas</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Época</i> (Gotan Project).</li> <li>• <i>Move and freeze</i> Brain breaks: action songs for children (The Learning Station).</li> <li>• <i>Libertango</i> (Astor Piazzolla).</li> <li>• Tango dancers on the streets of Buenos Aires (Amazing World Videos).</li> <li>• How does the accordion work? <i>Discover instruments series</i> (Classic FM).</li> <li>• Sheku Kanneh-Mason – cello. <i>Discover instruments series</i> (Classic FM).</li> <li>• Intro to drums (The Instrumentals).</li> </ul>

# Year 5 - Term 3

Title No. lessons	About the unit	Musical material
<b>Balinese gamelan</b> - 3 lessons	<p><b>Focus:</b> Gamelan from Bali, interlocking rhythms, vocal chant, structure (musical cycles).</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose a kecak piece as part of a group.</li> <li>• Sing/chant a part within a kecak performance.</li> <li>• Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak.</li> <li>• Listen and match vocal and instrumental sounds to each other, and to notation.</li> </ul>	<p><b>Song Bank:</b> <i>Hip hop songwriting backing track</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Cremation ceremony beleganjur procession in Ubud, Bali – Part 2</li> <li>• Ceng ceng 18cm and Ceng ceng 22cm (Drums for Schools).</li> <li>• Kotekan lesung.</li> <li>• Kecak monkey chant.</li> <li>• 'The Hindu story of Rama and Sita' from <i>Religions of the world</i> (BBC Teach).</li> </ul>
<b>Composing in ternary form</b> - 3 lessons	<p><b>Focus:</b> Structure (ternary form/ABA), pentatonic scale, tempo, dynamics, 20th-century orchestral music.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo.</li> <li>• Notate ideas to form a simple score to play from.</li> <li>• Listen, appraise, and respond to music using drawings and words. Recognise that music can describe feelings and tell a story.</li> <li>• Understand and recognise ternary form.</li> </ul>	<p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Empress of the pagodas</i> (Laideronette) (Maurice Ravel)</li> </ul>
<b><i>Kisne banaaya</i></b> - 6 lessons	<p><b>Focus:</b> A song from India and Pakistan, melody, accompaniment, four-part singing in a round, creating an arrangement, progression snapshot 3.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose a simple accompaniment using tuned instruments.</li> <li>• Create and perform their own class arrangement.</li> <li>• Sing and play the melody of <i>Kisne banaaya</i>.</li> <li>• Sing in a 4-part round accompanied with a pitched ostinato.</li> </ul>	<p><b>Song Bank:</b> <i>Kisne banaaya; Kis nay banaayaa; 1, 121; Siren; Hey ho! Nobody home.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Notes and Swar Riyaz (Bidisha Ghash).</li> <li>• <i>Hey, ho! Nobody home</i> progression snapshot 3 videos (Sing Up).</li> </ul>

# Year 6 - Term 1

Title No. lessons	About the unit	Musical material
<b>Hey, Mr Miller</b> - 6 lessons	<p><b>Focus:</b> Swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context (WWII, segregation) progression snapshot 1.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose a syncopated melody using the notes of the C major scale.</li> <li>• Sing a syncopated melody accurately and in tune.</li> <li>• Sing and play a class arrangement of the song with a good sense of ensemble.</li> <li>• Listen to historical recordings of big band swing and describe features of the music using music vocabulary.</li> </ul>	<p><b>Song Bank:</b> <i>Hey, Mr Miller; Siren; Throw, catch; Scales and arpeggios.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>In the mood</i> (Glenn Miller Orchestra).</li> <li>• <i>Chattanooga choo choo</i> (Glenn Miller Orchestra).</li> <li>• <i>Hooked on swing</i> (Larry Elgart &amp; his Manhattan Swing Orchestra).</li> <li>• <i>Throw catch</i> progression snapshot 1 videos (Sing Up).</li> <li>• <i>It don't mean a thing if it ain't got that swing!</i> (Ella Fitzgerald &amp; Duke Ellington).</li> <li>• <i>Basic swing groove for drums</i> video.</li> <li>• <i>St Louis blues</i> (Ella Fitzgerald).</li> <li>• <i>God bless the child</i> (Billie Holiday &amp; Count Basie).</li> </ul>
<b>Shadows</b> - 3 lessons	<p><b>Focus:</b> Artists and their influences, compare musical genres (country, electronic dance music, rock, classical, soul).</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Explore the influences on an artist by comparing pieces of music from different genres.</li> <li>• Identify features of timbre, instrumentation, and expression in an extract of recorded music.</li> <li>• Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.</li> <li>• Create a shadow movement piece in response to music.</li> </ul>	<p><b>Song Bank:</b> <i>Good riddance (Time of your life); What do I know?</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Shatter me</i> (Lindsey Stirling &amp; Lzzy Hale).</li> <li>• Lindsey's appearance on <i>America's Got Talent</i>.</li> <li>• <i>Shadows</i> (Lindsey Stirling).</li> <li>• <i>Fire on the mountain</i> (Hillary Klug).</li> <li>• David Guetta mix 2022.</li> <li>• Avicii greatest hits mix 2021.</li> <li>• <i>Boulevard of broken dreams</i> (Green Day).</li> <li>• <i>Boulevard of broken dreams</i> (Lindsey Stirling).</li> <li>• <i>Roundtable rival – Behind the scenes</i> (Lindsey Stirling).</li> <li>• Tokio Myers – <i>Britain's Got Talent</i> audition.</li> <li>• <i>Interstellar theme</i> (Hans Zimmer).</li> <li>• <i>Human</i> (Rag'n'Bone Man).</li> <li>• <i>Attraction Juniors – Britain's Got Talent</i> audition.</li> </ul>
<b>Composing for protest!</b> - 3 lessons	<p><b>Focus:</b> To create music inspired by Ethel Smyth and a picture of the suffragettes, composing using a non-musical stimulus, lyrics, melody, steady beat, tempo, ostinato, coda.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Create their own song lyrics.</li> <li>• Fit their lyrics to a pulse, creating a chant.</li> <li>• Write a melody and sing it.</li> <li>• Structure their ideas into a complete song.</li> </ul>	<p><b>Song Bank:</b> <i>Hey, my name is Joe.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Songs of sunrise</i> – No. 3 'March of the women' (Ethel Smyth).</li> </ul>

# Year 6 - Term 2

Title No. lessons	About the unit	Musical material
<p><i>Dona nobis pacem</i></p> <p>-</p> <p>6 lessons</p>	<p><b>Focus:</b> Texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations (crotchet, rest, quavers, minim, dotted minim, dotted crotchet), sacred vocal music, singing in harmony, progression snapshot 2.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose an 8-bar piece on percussion, in 3-time and using chords F and C major.</li> <li>• Sing a round accurately and in a legato style.</li> <li>• Sing a chorus in two-part harmony with dancing on the beat.</li> <li>• Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).</li> </ul>	<p><b>Song Bank:</b> <i>Dona nobis pacem</i>; <i>Siren</i>; <i>Throw</i>; <i>catch</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>How to do a 'balance check' warm-up, How to do a 'vocal revs' warm-up, How to do a 'lip trills' warm-up and Swooping pitch warm-up</i> (Sing Up and NYCGB)</li> <li>• <i>Feelgood fifteen</i> led by Ty Lowe (Sing Up).</li> <li>• <i>Myleene's Music Klass: The one where we look at monophonic, polyphonic, &amp; homophonic textures.</i></li> <li>• <i>Dona nobis pacem</i> (arr. Hal Hopson).</li> <li>• <i>Jubilate Deo</i> (Giovanni Gabrieli).</li> <li>• <i>O Eucharisti in Leta Via</i> (Hildegard von Bingen).</li> <li>• <i>If ye love me</i> (Thomas Tallis).</li> <li>• <i>Ronde</i> ('La Morisque' from <i>Dansereye 1551</i>) (Tielman Susato).</li> <li>• <i>Throw, catch</i> progression snapshot 2 videos (Sing Up).</li> </ul>
<p><i>You to me are everything</i></p> <p>-</p> <p>3 lessons</p>	<p><b>Focus:</b> 1970s soul music, comparing cover versions.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use music vocabulary and knowledge to discuss similarities and differences in pieces of music.</li> <li>• Learn some simple choreography to accompany a disco song.</li> <li>• Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.</li> </ul>	<p><b>Song Bank:</b> <i>Celebration</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>You to me are everything</i> (The Real Thing).</li> <li>• <i>Everything – The Real Thing story</i> (BBC).</li> <li>• <i>You to me are everything</i> (Sonia).</li> <li>• <i>You to me are everything</i> (Anthony Strong).</li> <li>• <i>You to me are everything</i> (The Overtones).</li> <li>• <i>You to me are everything</i> (Karizma Duo).</li> <li>• <i>You to me are everything</i> (The Jelfighters).</li> <li>• <i>Celebration</i> choreography (Jump Start Dance).</li> <li>• <i>Iconic disco dance moves</i> (Chicago Children's Theater).</li> <li>• <i>Le freak</i> (Chic).</li> </ul>
<p><i>Twinkle variations</i></p> <p>-</p> <p>3 lessons</p>	<p><b>Focus:</b> To use <i>Twinkle, twinkle little star</i> as a composing tool, theme and variations form, passacaglia, improvisation.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Create variations using a wide variety of composing techniques.</li> <li>• Improvise on top of a repeating bassline.</li> <li>• Decipher a graphic score.</li> <li>• Play <i>Twinkle, twinkle, little star</i>.</li> </ul>	<p><b>Song Bank:</b> <i>Twinkle, twinkle, little star</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• 12 variations in C major on <i>Ah, vous dirais-je Maman</i> (K65/30) (W. A. Mozart)</li> </ul>

# Year 6 - Term 3

Title No. lessons	About the unit	Musical material
<b>Race!</b> - 3 lessons	<p><b>Focus:</b> To create music to accompany a short film about a race, composing an extended melody and accompaniment.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Create an accompaniment.</li> <li>• Create an extended melody with four distinct phrases.</li> <li>• Experiment with harmony.</li> <li>• Structure ideas into a full soundtrack.</li> </ul>	<p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Main theme from <i>Chariots of Fire</i> (Vangelis).</li> </ul>
<b>Exploring identity through song</b> - 3 lessons	<p><b>Focus:</b> Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Identify ways songwriters convey meaning: through lyrics, the music, and the performance.</li> <li>• Understand different ways that rhymes work in songs.</li> <li>• Identify different elements of a song's structure.</li> <li>• Understand the concept of identity and how you can express that in songs.</li> </ul>	<p><b>Song Bank:</b> <i>Shabuya</i>; <i>Siren</i>; <i>Name rhythms game</i>; <i>Chosen family</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Smalltown boy</i> (Broski Beat).</li> <li>• <i>Down by the Salley Gardens</i> (Traditional, words from W. B. Yeats) (Andreas Scholl &amp; Edin Karamazov).</li> <li>• <i>Fantasy</i> (Earth, Wind &amp; Fire).</li> <li>• Dimash Qudaibergen on <i>X Factor UK</i> 2019.</li> <li>• Russian Basso profundo: The lowest voices video.</li> <li>• Video of Tom Holland's voice change over the years.</li> <li>• <i>Say my name</i> (Destiny's Child).</li> <li>• <i>Hey Jude</i> (The Beatles).</li> <li>• <i>My melody</i> (Eric B. &amp; Rakim).</li> <li>• <i>Chosen family</i> (Rina Sawayama).</li> <li>• <i>Chosen family</i> (Rina Sawayama &amp; Elton John).</li> <li>• <i>Chosen family</i> (One Voice Children's Choir).</li> </ul>
<b><i>Ame sau vala tara bal</i></b> - 6 lessons	<p><b>Focus:</b> Indian music, bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical), progression snapshot 3.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Create a rhythmic piece for drums and percussion instruments.</li> <li>• Sing the chorus of <i>Throw, catch</i> in three-part harmony with dancing.</li> <li>• Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary.</li> <li>• Demonstrate coordination and keeping a steady beat by dancing to bhangra music.</li> </ul>	<p><b>Song Bank:</b> <i>Ame sau vala tara bal</i>; <i>Throw, catch</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Indian music for children</i> – Raga Bhairav – Children's sing along (Tushar Dutta).</li> <li>• <i>Basic theory of Indian classical music – episode 11: Indian music instruments (types and classification)</i> (Anuja Kamal).</li> <li>• <i>Throw, catch</i> progression snapshot 3 videos (Sing Up).</li> <li>• <i>Chaal rhythm – 4 basic variations</i> video (Simply Dhol) (Manvir Hothi).</li> <li>• Video of Team folk orchestra 2019 practice.</li> <li>• <i>Tere Mohalle</i> (Mamta Sharma and Aishwarya Nigam).</li> <li>• <i>Easy bhangra dance tutorial</i> (BHANGRAlicious).</li> <li>• <i>Candle light</i> (G. Sidhu).</li> <li>• Raag bhairavi (Indrani Mukherjee).</li> </ul>